

About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds NPTC (which offers land-based qualifications and membership services), City & Guilds HAB (the Hospitality Awarding Body), and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on the City & Guilds website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification.

The *Standard Copying Conditions* (which can be found on the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available on the City & Guilds website or from our Publications Sales department at the address below or by telephoning +44 (0)20 7294 0000 or faxing +44 (0)20 7294 2413.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)207 294 2413

www.cityandguilds.com

centresupport@cityandguilds.com

Awards in Employability and Personal Development - Planning for Life and Work (7546-07)

Entry 3 Unit handbook for centres

Qualification title	Number	Ofqual ref.
Entry Level Award in Employability and Personal Development (Entry 2) – Planning for Life and Work	7546-07	600/4078/6
Entry Level Award in Employability and Personal Development (Entry 3) – Planning for Life and Work	7546-07	600/4086/5
Level 1 Award in Employability and Personal Development – Planning for Life and Work	7546-07	600/4129/8
Level 2 Award in Employability and Personal Development – Planning for Life and Work	7546-07	600/4149/3

City & Guilds
Skills for a brighter future



www.cityandguilds.com

Contents

1	Introduction to this Units handbook	5
2	Qualification structure	6
Unit 7546-201	Planning for progression	7
Unit 7546-202	Effective skills, qualities and attitudes for learning and work	11
Unit 7546-301	Planning for progression	16
Unit 7546-302	Effective skills, qualities and attitudes for learning and work	20
Unit 7546-401	Planning for progression	25
Unit 7546-402	Effective skills, qualities and attitudes for learning and work	29
Unit 7546-502	Effective skills, qualities and attitudes for learning and work	34
Appendix 1	Glossary	39

City & Guilds
Skills for a brighter future



www.cityandguilds.com

1 Introduction to this Units handbook

City & Guilds offers these Awards in Employability and Personal Development – Planning for life at work qualifications as part of its Employability and Personal Development qualifications group 7546.

This Unit handbook contains the units needed to complete the Entry 3, Level 1 and Level 2 Awards.

The Unit handbooks should be read in conjunction with the Awards, Certificates and Diplomas in Employability and Personal Development (7546) Qualification handbook for centres, which contains the following important information:

- Introduction to the qualifications
- Centre requirements
- Structure of the qualifications
- Course design and delivery

Guidance for centres

The majority of the units also contain guidance to support centres. This guidance appears in the following sections:

- Who is this unit for? – this section appears in many of the units and suggests the types of learners who might gain particular benefit from the unit
- Outcome definitions – the learning outcomes are defined where this will add value
- How does this unit go beyond the requirements of the level below? – this section explains how the unit goes beyond the assessment criteria of the level below (where a unit is available at more than one level)
- Explanation of criteria and examples of evidence – the assessment criteria are explained and, where they add value to the guidance, examples of evidence are provided
- How can this unit be delivered? – this section provides guidance on how the unit can be delivered, including recommendations of resources such as web sites.

A glossary (Appendix 1) contains a list of terms that appear in the units.

Barred combinations

Units that have a significant overlap in content are “barred combinations”. Learners can take units that are barred and they will appear on the learner’s Certificate of Unit Credit (CUC), but barred units will not both/all count towards the credit required for a qualification.

For example, a learner taking the Entry 3 Certificate needs 9 credits from a choice of optional units. Managing personal finance (306) is barred with Managing personal finance (406), so if the learner takes both these units they will accrue only 3 credits from them towards their qualification.

If a centre wishes to claim two (or more) barred units for a learner, they are advised to claim the unit that is most necessary to the rules of combination for the qualification and then wait until they receive the certification before they claim the other barred unit(s).

If a centre claims two (or more) barred units at the same time, they may not be recognised and therefore the learner will not be considered to have achieved the qualification.

2 Qualification structure

Rules of combination are used to define the structure of qualifications. The rules of combination specify the credits which must be achieved through a particular combination of units to gain a full qualification.

This section provides information about the full qualifications which may be awarded to learners successfully completing the required combinations of units and/or credits as shown in the table below.

City & Guilds Entry Level Award in Employability and Personal Development – Planning for Life and Work (Entry 2) (QCF)

Learners must achieve all 6 credits from (201 and 202) plus 947 for certification.

City & Guilds Entry Level Award in Employability and Personal Development – Planning for Life and Work (Entry 3) (QCF)

Learners must achieve all 6 credits from (301 and 302) plus 948 for certification.

City & Guilds Level 1 Award in Employability and Personal Development – Planning for Life and Work (QCF)

Learners must achieve all 6 credits from (401 and 402) plus 949 for certification.

City & Guilds Level 2 Award in Employability and Personal Development – Planning for Life and Work (QCF)

Learners must achieve all 3 credits from (502) plus 950 for certification.

Unit No.	Units	Level	GLH	Credit value	Barred Units
7546-201	Entry 2 Planning for progression	E2	26	3	N/A
7546-202	Entry 2 Effective skills, qualities and attitudes for learning and work	E2	25	3	N/A
7546-301	Entry 3 Planning for progression	E3	21	3	N/A
7546-302	Entry 3 Effective skills, qualities and attitudes for learning and work	E3	22	3	N/A
7546-401	Level 1 Planning for progression	L1	20	3	N/A
7546-402	Level 1 Effective skills, qualities and attitudes for learning and work	L1	22	3	N/A
7546-502	Level 2 Effective skills, qualities and attitudes for learning and work	L2	22	3	N/A

Unit 7546-201 Planning for progression

Level: **Entry 2**
Credit value: **3**
UAN: **T/501/6876**

Unit aim

The aim of this unit is to help the learner be able to recognise his/her programme and the facilities and support available, and to be able to recognise and build on his/her personal strengths.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Recognise own study or training programme
2. Recognise the facilities and support available in the place of study or training
3. Recognise some personal strengths (skills, qualities and attitudes) needed for learning and work
4. Agree an action plan for self improvement

Outcome definitions

Personal strengths are qualities, attitudes and transferable skills necessary or desirable for learning and work.

Skills might include: being able to communicate effectively, manage time, multi-task, follow instructions, drive.

Qualities might include: being honest, punctual, conscientious, attentive to detail, polite, hard working.

Attitudes might include: being positive, motivated.

An *action plan* includes: the targets, the activities needed to achieve the targets (action points), timescales and deadlines.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **26** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit relates to the PLTS areas of Reflective Learners and Self Managers.

Unit 7546-201 Planning for progression

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Recognise own study or training programme

The learner can:

1. agree what he/she aims to achieve by the end of the study or training programme
2. list what he/she needs to do in order to follow the programme
3. list the centre rules and regulations that affect him/her as a learner.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **agree** with his/her assessor, tutor, supervisor or other appropriate person what he/she would like to achieve in terms of qualifications and/or experience. Evidence may include an agreed action plan or an individual learning plan.

For 1.2 the learner needs to **list** (orally or in writing) what she/he needs to do eg arrive on time, attend timetabled sessions, complete set tasks. Evidence may include: a timetable (annotated), an agreed action plan, an individual learning plan.

For 1.3 the learner needs to **list** (orally or in writing) the rules and regulations that affect him/her as a learner. Evidence may include a highlighted student handbook and/or induction pack or a flip chart listing 'ground rules' (for example resulting from a discussion) with initials which show each learner's contribution.

Outcome 2 Recognise the facilities and support available in the place of study or training

The learner can:

1. list the facilities provided in the place of study or training
2. list the support available for learners.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **list** some of the facilities provided (eg library, IT, canteen, creche).

For 2.2 the learner needs to **list** the support available (eg internal support could be tutor guidance or student support services and external support could be Connexions/Information, Advice and Guidance (IAG) services).

For 2.1 and 2.2 evidence may include highlighted information (eg student handbook and/or induction pack).

Outcome 3 Recognise some personal strengths (skills, qualities and attitudes) needed for learning and work

The learner can:

1. list positive qualities and attitudes needed for learning and work
2. agree his/her own personal strengths
3. give an example of something he/she feels good about and something he/she feels confident doing.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **list** a range of positive qualities and attitudes (eg being honest, punctual, conscientious, attentive to detail, polite, hard working, motivated). The learner does not need to distinguish between qualities and attitudes.

For 3.2 the learner needs to **agree** with an appropriate person (eg assessor, tutor, supervisor) his/her own particular strengths (skills, qualities and attitudes). The learner does not need to distinguish between skills, qualities and attitudes.

For 3.3 the learner needs to **give an example** of something (relating to learning or work) that he/she feels good about (eg successfully completing a task or an activity) and something he/she feels confident doing (eg answering the telephone, meeting new people, using a till).

Evidence for 3.1 to 3.3 may include a learner statement/list or audio/video recording of individual or group discussion.

Outcome 4 Agree an action plan for self improvement

The learner can:

1. agree areas for improvement with an appropriate person
2. agree an action plan or contract.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **agree** areas where he/she needs to improve. The learners should work with an appropriate person (assessor, tutor, supervisor or other appropriate person) who will discuss areas for his/her individual self development (eg communication skills, punctuality, appropriate behaviour for the workplace/place of study).

For 4.2 the learner needs to **agree** an action plan or contract relating to one or more areas for improvement identified in 4.1.

Evidence for 4.1 and 4.2 may be an agreed detailed written action plan, showing the areas for improvement. This may be produced by the assessor, tutor, supervisor or other appropriate person but must show the learner's agreement.

Unit 7546-201 Planning for progression

How can this unit be delivered?

This unit, which is mandatory for the Entry 2 Award and Certificate, focuses on the learning programme and the qualities, attitudes and transferable skills required for progression both for learning and at work.

Learners recognise their current skills, qualities and attitudes and agree a plan for development. This unit only requires evidence of planning, however the learner's subsequent development may be used in other units of the qualification eg Effective skills, qualities and attitudes for learning and work.

Delivery and assessment of this unit should commence during the induction process as the unit lends itself particularly well to being integrated with other aspects of the learner's wider programme. Centre induction materials and student handbooks may be used as evidence as long as they show learner engagement.

Tutors may use a wide range of learning resources, including ICT and paper-based questionnaires and quizzes, to identify learners' strengths (skills, qualities and attitudes). Tutors could use group discussions to elicit the skills and qualities needed for employment or study generally, or for a particular job, in order to focus the learner prior to the development of their individual action plan/contract. Centres may use videos and external speakers to illustrate self development in work and leisure activities.

Tutors should ensure the unit is delivered in a positive way and learners are encouraged to realise the wealth of strengths they already possess prior to deciding what they could do to improve. The emphasis is on motivating the learner and helping them to reflect on their own personal development and how their personal skills, qualities and attitudes can be improved.

Delivery should recognise learners' particular circumstances and their broader learning programme.

Resources

Games and activities that develop group working skills can be used to ensure the learning is interactive, fun and appeals to all learning styles and these are widely available on the web.

Useful sources of information could include IAG and vocational profiling tools on Sector Skills Councils' websites.

These websites might be useful:

www.careersadvice.direct.gov.uk

www.bbc.co.uk

www.bbc.co.uk/keyskills/extra

www.excellencegateway.org.uk/skillsforlife

Level: Entry 2
Credit value: 3
UAN: A/501/6877

Unit aim

The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, to know that effective communication is important and to work effectively under supervision.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Demonstrate a range of positive qualities, attitudes and behaviours for learning and work
2. Know that effective communication is important for learning and work
3. Work effectively under frequent and directive supervision

Outcome definitions

Positive qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working.

Attitudes might include being positive, motivated.

Behaviour might include wearing appropriate dress, showing respect.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **25** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-202 **Effective skills, qualities and attitudes for learning and work**

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Demonstrate a range of positive qualities, attitudes and behaviours for learning and work

The learner can:

1. give examples of positive behaviour
2. demonstrate behaviours appropriate to learning and work
3. demonstrate motivation (eg contribute to discussions, complete work on time)
4. demonstrate commitment (eg punctual, regular attendance)
5. demonstrate ability to adapt to simple changes.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to give examples of positive behaviour eg to dress appropriately including wearing Personal Protective Equipment (PPE), to create a good impression.

This criterion relates to positive behaviour in general and is not specific to the individual learner.

Evidence for 1.1 may be a flip chart listing examples of positive behaviour (eg resulting from a discussion) with initials which show each learner's contribution.

For 1.2 the learner needs to **demonstrate** behaviours appropriate to learning and work eg be polite, show respect, punctuality.

For 1.3 the learner needs to **demonstrate** motivation eg volunteering for tasks, making suggestions.

For 1.4 the learner needs to **demonstrate** commitment eg completing tasks despite difficult circumstances, being polite to customers even if they are impolite, valuing each other's contributions, respecting confidentiality.

For 1.5 the learner needs to **demonstrate** ability to adapt to simple changes of location, people or tasks.

Evidence for 1.2 to 1.5 may be an assessor observation or a witness statement giving specific examples.

Outcome 2 Know that effective communication is important for learning and work

The learner can:

1. give examples of appropriate and inappropriate communication
2. use positive body language
3. greet colleagues or customers in an appropriate manner
4. respond to simple questions from colleagues and/or customers
5. accept positive and negative feedback.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **give examples** of appropriate and inappropriate communication (verbally or in writing) eg appropriate by being polite, inappropriate by swearing. Evidence for 2.1 may be a flip chart listing examples of appropriate and inappropriate verbal communication (for example resulting from a discussion) with initials which show each learner's contribution.

For 2.2 the learner must **use** positive body language eg eye contact, smiling.

For 2.3 the learner must **greet** colleagues or customers appropriately eg salutation, smiling.

For 2.4 the learner needs to **respond** to simple questions from colleagues and/or customers. This can be a real or simulated situation.

Evidence for 2.2 to 2.4 could be a video, an assessor observation or a witness statement but must clearly show the learner's behaviour.

For 2.5 the learner needs to **accept** positive and negative feedback. Evidence for 2.5 could be a video, an assessor observation or a witness statement but must clearly show the feedback and the learner's response to this.

Outcome 3 Work effectively under frequent and directive supervision

The learner can:

1. receive and respond to instructions
2. check own understanding of instructions
3. state the task that needs to be done and the deadline
4. confirm the help, materials, equipment and/or tools needed to carry out the task
5. work safely following health and safety guidelines
6. complete the task as directed to the required standard
7. share information and/or skills with others.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **receive** and **respond** appropriately to instructions from an assessor, tutor, supervisor or other appropriate person.

For 3.2 the learner needs to **check** their own understanding of instructions eg by repeating instructions, asking for clarification, summarising.

For 3.3 the learner needs to **state** what needs to be done and the deadlines for each task eg by repeating instructions, asking for clarification, summarising.

For 3.4 the learner needs to **confirm** the help, if required (from tutor, supervisor or peers eg help with moving items), and the materials, equipment and/or tools needed to carry out the task.

For 3.5 the learner needs to **work safely** following health and safety guidelines ie follow organisation's health and safety procedures and use PPE if appropriate.

For 3.6 the learner needs to **complete** the task to the standard required.

Evidence for 3.1 to 3.6 could include a work diary, an assessor observation or a witness statement.

For 3.7 the learner must **share** information and/or skills with others eg help others to complete a task.

Evidence for 3.7 may be a learner statement or a record of learner review.

These criteria could be met through one or more activities in the place of learning or work.

Unit 7546-202 Effective skills, qualities and attitudes for learning and work

How can this unit be delivered?

This unit, which is mandatory for the Entry 2 Award and Certificate, focuses on the learner's positive behaviours and performance. Learners may wish to add to this unit throughout their programme of study, particularly from the Work-based experience, Community project or Supporting others units.

Learners are encouraged to demonstrate these positive behaviours on more than one occasion although at this level they are only required to evidence the criteria once.

Tutors should ensure the unit is delivered in a positive way and learners should be encouraged to discuss and recognise their own and others' positive behaviour. Videos, role plays and practical tasks may be used.

This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme as evidence is likely to come from other units.

Resources

These websites might be useful:

www.excellencegateway.org.uk/skillsforlife

www.bbc.co.uk/schools

Unit 7546-301 Planning for progression

Level: **Entry 3**
Credit value: **3**
UAN: **Y/501/6921**

Unit aim

The aim of this unit is to help the learner to plan for progression by understanding his/her programme and the facilities and support available and by being able to recognise and build on personal strengths.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand own study or training programme
2. Know the facilities and support available in the place of study or training
3. Recognise personal strengths (skills, qualities and attitudes) needed for learning and work
4. Agree an action plan for self improvement

Outcome definitions

Personal strengths are qualities, attitudes and transferable skills necessary or desirable for learning and work.

Skills might include: being able to communicate effectively, manage time, multi-task, follow instructions, drive.

Qualities might include: being honest, punctual, conscientious, attentive to detail, polite, hard working.

Attitudes might include: being positive, motivated.

An *action plan* includes: the targets, the activities needed to achieve the targets (action points), timescales and deadlines.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **21** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-301 Planning for progression

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements of Entry 2?

The assessment criteria for this level go beyond the requirements at Entry 2. For example, at Entry 2 the learner agrees areas for improvement and agrees an action plan or contract whereas at this level the learner identifies areas for improvement and contributes to an action plan or contract.

Outcome 1 Understand own study or training programme

The learner can:

1. identify what he/she aims to achieve by the end of the study or training programme
2. describe what he/she needs to do in order to follow the programme
3. identify the centre rules and regulations that affect him/her as a learner.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **identify** what he/she needs to achieve in terms of qualifications, experience and/or job role. Evidence may include a learner statement or records from initial assessment and induction.

For 1.2 the learner needs to **describe** what he/she needs to do to follow the programme eg attend timetabled sessions, complete set tasks. Evidence may include: a learner statement or annotated documents eg individual learning plan (ILP), training agreement, timetable, action plan.

For 1.3 the learner needs to **identify** the rules and regulations that affect him/her as a learner. Evidence may include an annotated student handbook and induction pack but a handbook or induction pack without annotation or further evidence will not be sufficient.

Outcome 2 Know the facilities and support available in the place of study or training

The learner can:

1. list the facilities provided in the place of study or training
2. identify the support available for learners.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **list** some of the facilities provided (eg library, IT, canteen, creche). Evidence may include highlighted information (eg student handbook and/or induction pack).

For 2.2 the learner needs to **identify** the support available (eg internal support could be tutor guidance, student support services and external support could be Connexions/Information Advice and Guidance (IAG) services. Evidence may include annotated information (eg student handbook and/or induction pack) or learner statement.

Outcome 3 Recognise personal strengths (skills, qualities and attitudes) needed for learning and work

The learner can:

1. identify positive qualities and attitudes needed for learning and work
2. list his/her own personal strengths
3. give an example of something related to learning and work that he/she feels good about and something he/she feels confident doing.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** a range of positive qualities and attitudes (eg being honest, punctual, conscientious, attentive to detail, polite, hard working, motivated). The learner does not need to distinguish between qualities and attitudes.

For 3.2 the learner needs to **list** his/her own particular strengths (skills, qualities and attitudes). The learner does not need to distinguish between skills, qualities and attitudes.

For 3.3 the learner needs to **give an example** of something relating to learning or work that he/she feels good about (eg successfully completing a task or an activity) and something he/she feels confident doing (eg answering the telephone, meeting new people, using a till).

Evidence for 3.1 to 3.3 may include a learner statement/list or audio/video recordings of individual or group discussion.

Outcome 4 Agree an action plan for self improvement

The learner can:

1. identify areas for improvement with an appropriate person
2. contribute towards an action plan or contract.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to consider what he/she can currently do in order to **identify** areas where he/she needs to improve. The learner should work with an appropriate person (assessor, tutor, supervisor or other appropriate person) who will help him/her to select areas for his/her individual self development (eg communication skills, punctuality, appropriate behaviour for the workplace/place of study).

For 4.2 the learner needs to **contribute** to an action plan or contract relating to one or more areas for improvement identified in 4.1.

Evidence for 4.1 and 4.2 may be an agreed detailed written action plan, showing the areas for improvement. This may be produced by the assessor, tutor, supervisor or other appropriate person but must show the learner's contribution.

Unit 7546-301 Planning for progression

How can this unit be delivered?

This unit, which is mandatory for the Entry 3 Award and Certificate, focuses on the learning programme and the qualities, attitudes and transferable skills required for progression both for learning and at work.

Learners identify their current skills, qualities and attitudes and contribute towards a plan for development. This unit only requires evidence of planning, however the learner's subsequent development may be used in other units of the qualification eg Effective skills, qualities and attitudes for learning and work.

Delivery and assessment of this unit should commence during the induction process as the unit lends itself particularly well to being integrated with other aspects of the learner's wider programme. Centre induction materials and student handbooks may be used as evidence as long as they show learner engagement.

Tutors may use a wide range of learning resources, including ICT and paper-based questionnaires and quizzes to identify a range of learners' strengths (skills, qualities and attitudes). Tutors could use group discussions to elicit the skills and qualities needed for employment or study generally, or for a particular job, in order to focus the learner prior to their individual choice of short term goals. Centres may use videos and external speakers to illustrate self development in work and leisure activities.

Tutors should ensure the unit is delivered in a positive way and learners are encouraged to realise the wealth of strengths they already possess prior to deciding what they could do to improve. The emphasis is on motivating the learner and helping them to reflect on their own personal development and how their personal skills, qualities and attitudes can be improved.

Delivery should recognise learners' particular circumstances and their broader learning programme.

Resources

Games and activities that develop group working skills can be used to ensure the learning is interactive, fun and appeals to all learning styles and these are widely available on the web.

Useful sources of information could include IAG and vocational profiling tools on Sector Skills Councils' websites.

These websites might be useful:

www.careersadvice.direct.gov.uk

www.bbc.co.uk

www.bbc.co.uk/keyskills/extra

www.excellencegateway.org.uk/skillsforlife

Level: Entry 3
Credit value: 3
UAN: D/501/6922

Unit aim

The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, to understand why effective communication is important and to be able to work effectively under frequent supervision.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Demonstrate a range of positive qualities, attitudes and behaviour for learning and work
2. Understand why effective communication is important
3. Work effectively under frequent supervision

Outcome definitions

Positive qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working.

Attitudes might include being positive, motivated.

Behaviour might include wearing appropriate dress, showing respect.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **22** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-302 **Effective skills, qualities and attitudes for learning and work**

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements of Entry 2?

The assessment criteria for this level go beyond the requirements at Entry 2. In addition to demonstrating positive behaviours the learner is now expected to work with frequent (but less directive) supervision, showing adaptability and flexibility.

Outcome 1 Demonstrate a range of positive qualities, attitudes and behaviour for learning and work

The learner can:

1. give examples of positive behaviour
2. demonstrate behaviours appropriate to learning and work
3. demonstrate adaptability and flexibility (eg adapt to changes in requirements or information)
4. demonstrate motivation
5. demonstrate commitment.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **give examples** of positive behaviour. Learners are expected to give general examples of positive behaviour which need not relate to their particular area of learning or work. These may include behaviours which they then go on to demonstrate in 1.2 to 1.5.

For 1.2 the learner needs to **demonstrate** behaviours appropriate to learning and work eg be polite, show respect, punctuality, dress appropriately including wearing Personal Protective Equipment.

For 1.3 the learner needs to **demonstrate** adaptability and flexibility eg be able to respond appropriately to changing circumstances.

For 1.4 the learner needs to **demonstrate** motivation and enthusiasm eg volunteering for tasks, making suggestions.

For 1.5 the learner needs to **demonstrate** commitment eg completing tasks despite difficult circumstances, being polite to customers even if they are impolite, valuing each other's contributions, respecting confidentiality.

Evidence for 1.2 to 1.5 is likely to be a witness statement giving specific examples that show the learner can meet the requirements over a period of time that is appropriate in the context of the length of the learner's programme of study eg if the programme lasts a year then an appropriate period of time may be the last term or the last six weeks.

Outcome 2 Understand why effective communication is important

The learner can:

1. give examples of appropriate and inappropriate verbal communication
2. give examples of appropriate and inappropriate non-verbal communication
3. use positive body language
4. respond to questions and requests from colleagues and/or customers.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **give examples** of possible appropriate verbal communication (eg being polite) and inappropriate verbal communication (eg swearing.) Verbal communication refers to spoken communication. The learner may give the examples orally or in writing.

For 2.2 the learner needs to **give examples** of appropriate non-verbal communication (eg shaking hands, smiling) and inappropriate non-verbal communication (eg unacceptable gestures.) Non-verbal communication refers to all communication that is not spoken, including body language. The learner may give the examples orally or in writing.

Evidence for 2.1 and 2.2 may be a learner statement or an assessor record.

For 2.3 the learner needs to **use** positive body language. Evidence for 2.3 may be a video or witness statement but must clearly show the learner's behaviour.

For 2.4 the learner needs to **respond** to questions and requests from colleagues and/or customers. This can be a real or simulated situation.

Outcome 3 Work effectively under frequent supervision

The learner can:

1. receive and respond to instructions
2. check own understanding of instructions
3. confirm the tasks that need to be done and deadlines
4. confirm the help, materials, equipment and/or tools needed to complete tasks
5. work safely following health and safety guidelines
6. complete tasks as directed to the required standard
7. learn from mistakes and accept feedback.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **receive** and **respond** appropriately to instructions from a tutor or supervisor.

For 3.2 the learner needs to **check** their own understanding of instructions eg by repeating instructions, asking for clarification, summarising.

For 3.3 the learner needs to **confirm** what needs to be done and the deadlines for each task.

For 3.4 the learner needs to **confirm** the help, if required, from tutor, supervisor, peers or others (eg help with moving items), and any materials, equipment and or tools needed to complete the tasks.

For 3.5 the learner needs to **work safely** following health and safety guidelines ie follow organisation's health and safety procedures and use Personal Protective Equipment (PPE) if appropriate.

For 3.6 the learner needs to **complete** tasks to the standard required by the organisation.

Evidence for 3.1 to 3.6 may include a work diary and witness statement.

For 3.7 the learner needs to **learn** from mistakes and **accept** feedback eg on performance.
Evidence may be a learner statement.

These criteria could be met through one or more activities in the place of learning or work.

Unit 7546-302 Effective skills, qualities and attitudes for learning and work

How can this unit be delivered?

This unit, which is mandatory for the Entry 3 Award and Certificate, focuses on the learner's positive behaviours and performance. Learners may wish to add to this unit throughout their programme of study, particularly from the Work-based experience, Community project or Supporting others units.

Learners are encouraged to demonstrate these positive behaviours consistently over a period of time eg 6 weeks on a programme of a year or a week on a short programme.

Tutors should ensure the unit is delivered in a positive way and learners should be encouraged to discuss and recognise their own and others' positive behaviour. Videos, role plays and practical tasks may be used.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme as evidence is likely to come from other units.

Resources

These websites might be useful:

www.excellencegateway.org.uk/skillsforlife

www.bbc.co.uk/schools

Level: Level 1
Credit value: 3
UAN: F/501/6878

Unit aim

The aim of this unit is to help the learner to plan for progression by understanding their programme and the facilities and support available and by being able to recognise and build on personal strengths.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand own study or training programme
2. Know the facilities and services provided in the place of study or training
3. Recognise personal strengths (skills, qualities and attitudes) needed for learning and work
4. Action plan for self improvement

Outcome definitions

Personal strengths are qualities, attitudes and transferable skills necessary or desirable for learning and work.

Skills might include: being able to communicate effectively, manage time, multi-task, follow instructions, drive.

Qualities might include: being honest, punctual, conscientious, attentive to detail, polite, hard working.

Attitudes might include: being positive, motivated.

An *action plan* includes: the targets, the activities needed to achieve the targets (action points), timescales and deadlines.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-401 Planning for progression

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements of Entry 3?

The assessment criteria for this level go beyond the requirements at Entry 3. The learner is expected to be able to take an active role in identifying his/her own strengths; identifying areas for improvement; and preparing an action plan with realistic targets.

Outcome 1 Understand own study or training programme

The learner can:

1. define what he/she aims to achieve by the end of the study or training programme
2. describe what he/she needs to do in order to follow the programme
3. identify the centre rules and regulations that affect him/her as a learner.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **define** what he/she needs to achieve in terms of qualifications, experience and/or job role. Evidence may include a learner statement.

For 1.2 the learner needs to **describe** what he/she needs to do to follow the programme eg attend timetabled sessions, complete set tasks. Evidence may include: a learner statement or annotated documents eg individual learning plan (ILP), training agreement, timetable, action plan.

For 1.3 the learner needs to **identify** the rules and regulations that affect him/her as a learner. Evidence may include an annotated student handbook and induction pack but a handbook or induction pack without annotation or further evidence will not be sufficient.

Outcome 2 Know the facilities and services provided in the place of study or training

The learner can:

1. describe the facilities provided in the place of study or training
2. outline the support available for learners.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **describe** the facilities provided (eg library, IT, canteen, creche).

For 2.2, the learner needs to **outline** the support available (eg internal support could be tutor guidance and student support services and external support could be Connexions and Information, Advice and Guidance (IAG) services).

Evidence for 2.1 and 2.2 may include a learner statement supported by annotated or highlighted documentation.

Outcome 3 Recognise personal strengths (skills, qualities and attitudes) needed for learning and work

The learner can:

1. identify positive qualities and attitudes needed for study and work
2. outline his/her own personal strengths
3. give an example of something related to learning and work that he/she felt good about and something he/she feels confident doing.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** a range of positive qualities and attitudes (eg being honest, punctual, conscientious, attentive to detail, polite, hard working, motivated). This criterion relates to qualities and attitudes in general and is not specific to the individual learner. The learner does not need to distinguish between qualities and attitudes.

For 3.2 the learner needs to **outline** his/her own particular strengths (skills, qualities and attitudes). The learner does not need to distinguish between skills, qualities and attitudes.

For 3.3 the learner needs to **give an example** of something relating to learning or work that he/she felt good about (eg successfully completing a task or an activity) and something he/she feels confident doing (eg answering the telephone, meeting new people, using a till).

Evidence for 3.1 to 3.3 may include a learner statement/list or audio/video recordings of individual or group discussion.

Outcome 4 Action plan for self improvement

The learner can:

1. identify areas for improvement
2. identify realistic targets
3. prepare an action plan or contract to meet targets
4. identify arrangements for reviewing progress.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to consider what he/she can currently do in order to **identify** areas where he/she needs to improve. Learners should select areas for their own individual self development (eg communication skills, punctuality, appropriate behaviour for the workplace/place of study).

For 4.2 the learner needs to **identify** realistic targets eg demonstrate effective listening skills, arrive on time for five days. Targets should be specific, measurable, achievable, realistic and time bound.

For 4.3 the learner needs to **prepare** an action plan or contract to meet the targets identified in 4.2. The learner should list suitable activities. For example, to develop listening skills activities could include listening for meaning, practising not interrupting/appropriate responses in role plays, observing appropriate behaviour on videos, practising the skill with friends and family. Activities to improve punctuality could include using an alarm clock, checking bus/train timetables and planning ahead. An appropriate person should agree the plan. This could be the assessor, tutor, supervisor or other appropriate person.

For 4.4 the learner needs to **identify** arrangements for reviewing the plan. This is likely to include person, place, date and time.

Evidence for 4.1 to 4.4 is likely to be a detailed written action plan.

Unit 7546-401 Planning for progression

How can this unit be delivered?

This unit, which is mandatory for the Level 1 Award and Certificate, focuses on the learning programme and the qualities, attitudes and transferable skills required for progression both for learning and at work.

Learners identify their current skills, qualities and attitudes and contribute towards a plan for development. This unit only requires evidence of planning, however the learner's subsequent development may be used in other units of the qualification eg Effective skills, qualities and attitudes for learning and work.

Delivery and assessment of this unit should commence during the induction process as the unit lends itself particularly well to being integrated with other aspects of the learner's wider programme. Centre induction materials and student handbooks may be used as evidence as long as they show learner engagement.

Tutors may use a wide range of learning resources, including ICT and paper-based questionnaires and quizzes to identify a range of strengths (skills, qualities and attitudes) their learners possess. Tutors could use group discussions to elicit the skills and qualities needed for employment or study generally, or for a particular job, in order to focus the learner prior to their individual choice of short term goals. Centres may use videos and external speakers to illustrate self development in work and leisure activities.

Tutors should ensure the unit is delivered in a positive way and learners are encouraged to realise the wealth of strengths they already possess prior to deciding what they could do to improve. The emphasis is on motivating the learner and helping them to reflect on their own personal development and how their personal skills, qualities and attitudes can be improved.

Delivery should recognise learners' particular circumstances and their broader learning programme.

Resources

Games and activities that develop group working skills can be used to ensure the learning is interactive, fun and appeals to all learning styles and these are widely available on the web.

Useful sources of information could include IAG and vocational profiling tools on Sector Skills Councils' websites.

These websites might be useful:

www.careersadvice.direct.gov.uk

www.bbc.co.uk

www.bbc.co.uk/keyskills/extra/learningstyles

www.excellencegateway.org.uk/skillsforlife

Level: Level 1
Credit value: 3
UAN: J/501/6879

Unit aim

The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Demonstrate a range of positive qualities, attitudes and behaviour for learning and work
2. Understand why effective communication is important
3. Work effectively

Outcome definitions

Positive qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working.

Attitudes might include being positive, motivated.

Behaviour might include wearing appropriate dress, showing respect.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **22** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-402 **Effective skills, qualities and attitudes for learning and work**

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements of Entry 3?

The assessment criteria for this level go beyond the requirements at Entry 3. The learner is expected to be able to explain the importance of positive and appropriate behaviour and consistently demonstrate appropriate codes of conduct. They also need to identify ways of working more effectively.

Outcome 1 Demonstrate a range of positive qualities, attitudes and behaviour for learning and work

The learner can:

1. explain the importance of positive and appropriate behaviour
2. consistently demonstrate appropriate codes of conduct
3. demonstrate adaptability and flexibility
4. demonstrate motivation and enthusiasm
5. demonstrate commitment and professionalism.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **explain** the importance of positive and appropriate behaviour. Learners are expected to give general examples of positive behaviour which need not relate to their particular area of learning or work. These may include behaviours which they then go on to demonstrate in 1.2 to 1.5. Evidence for 1.1 may be a learner statement or assessor observation.

For 1.2 the learner needs to consistently **demonstrate** appropriate codes of conduct over a significant period of time in the context of the length of the learner's programme of study. If the programme lasts a year then a significant period of time may be the last term or the last six weeks. Codes of conduct are typically laid down by a place of learning or work.

For 1.3 the learner needs to **demonstrate** adaptability and flexibility eg be able to respond appropriately to changing circumstances.

For 1.4 the learner needs to **demonstrate** motivation and enthusiasm eg volunteering for tasks, making suggestions.

For 1.5 the learner needs to **demonstrate** commitment and professionalism eg completing tasks despite difficult circumstances, being polite to customers even if they are impolite, valuing each other's contributions, respecting confidentiality.

Evidence for 1.2 to 1.5 may be a witness statement giving specific examples.

Outcome 2 Understand why effective communication is important

The learner can:

1. explain the importance of effective verbal and non verbal communication
2. demonstrate effective communication on a one-to-one basis with a colleague or customer
3. demonstrate effective communication with more than one other person
4. use positive body language.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **explain** (orally or in writing) the importance of effective a) verbal and b) non verbal communication. Verbal communication refers to spoken communication and non-verbal communication refers to communication which is not spoken, including body language. Evidence for 2.1 may be a learner statement or assessor record.

For 2.2 the learner needs to **demonstrate** effective communication on a one-to-one basis with a colleague or customer. This can be a real or simulated situation.

For 2.3 the learner needs to **demonstrate** effective communication with more than one other person. This might take the form of a group discussion.

For 2.4 the learner needs to **use** positive body language.

Evidence for 2.2 to 2.4 may be a video recording, witness statement giving specific examples and/or an assessor observation.

Outcome 3 Work effectively

The learner can:

1. receive and respond to instructions
2. check own understanding of instructions
3. identify the tasks that need to be done and deadlines
4. identify the help, materials, equipment and/or tools needed to complete the tasks
5. work safely following health and safety guidelines
6. complete tasks to required standard and deadlines
7. identify ways of working more effectively.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **receive** and **respond** appropriately to instructions from a tutor or supervisor.

For 3.2 the learner needs to **check** their own understanding of instructions eg by repeating instructions, asking for clarification, summarising.

For 3.3 the learner needs to **identify** what needs to be done and the deadlines for each task.

For 3.4 the learner needs to **identify** the help, if required, from tutor, supervisor or peers (eg help with moving items), and any materials, equipment and/or tools needed to complete the tasks.

For 3.5 the learner needs to **work safely** following health and safety guidelines ie follow an organisation's health and safety procedures and use personal protective equipment if appropriate.

For 3.6 the learner needs to **complete** tasks to the standard required by the organisation within given timescales.

Evidence for 3.1 to 3.6 could include a work diary and witness statement and/or assessor observation.

For 3.7 the learner needs to **identify** ways of working more effectively. The learner needs to review their performance and suggest how they could improve when carrying out similar tasks in the future. Evidence for 3.7 may be a learner statement.

These criteria could be met through one or more activities in the place of learning or work.

Unit 7546-402 Effective skills, qualities and attitudes for learning and work

How can this unit be delivered?

This unit, which is mandatory for the Level 1 Award and Certificate, focuses on the learner's positive behaviours and performance. Learners may wish to add to this unit throughout their programme of study, particularly from the Work-based experience, Community project or Supporting others units.

Learners must demonstrate these positive behaviours consistently over a period of time eg for 6 weeks on a programme of a year or a week on a short programme.

Tutors should ensure the unit is delivered in a positive way and learners should be encouraged to discuss and recognise their own and others' positive behaviour. Videos, role plays and practical tasks may be used.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme.

Resources

These websites might be useful:

www.excellencegateway.org.uk/skillsforlife

www.bbc.co.uk/schools

Level: Level 2
Credit value: 3
UAN: T/600/6195

Unit aim

The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Demonstrate a range of positive qualities, attitudes and behaviours for learning and work
2. Understand why effective communication is important
3. Work effectively

Outcome definitions

Positive qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working.

Attitudes might include being positive, motivated.

Behaviour might include wearing appropriate dress, showing respect.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **22** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-502 **Effective skills, qualities and attitudes for learning and work**

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements of Level 1?

The assessment criteria for this level go beyond the requirements at Level 1. It considers wider aspects of communication including written communication, communication with people not present and social networking sites. The learner is expected to produce a plan for the working day and to reflect on his/her performance.

Outcome 1 Demonstrate a range of positive qualities, attitudes and behaviours for learning and work

The learner can:

1. explain the importance of positive qualities, attitudes and behaviours for employment
2. consistently demonstrate appropriate codes of conduct
3. demonstrate his/her adaptability and flexibility
4. demonstrate his/her motivation and enthusiasm
5. demonstrate his/her commitment and professionalism
6. reflect on his/her positive qualities, attitudes and behaviours for learning and work.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **explain** (orally or in writing) the importance of positive and appropriate behaviour eg dressing appropriately including wearing Personal Protective Equipment (PPE). Evidence for 1.1 may be a learner statement.

For 1.2 the learner needs to **consistently demonstrate** appropriate codes of conduct over a significant period of time in the context of the length of the learner's programme of study. If the programme lasts a year, then a significant period of time may be the last term or the last six weeks. Codes of conduct are typically laid down by a place of learning or work.

For 1.3 the learner needs to **demonstrate** adaptability and flexibility eg be able to respond appropriately to changing circumstances.

For 1.4 the learner needs to **demonstrate** motivation and enthusiasm eg volunteering for tasks, making suggestions.

For 1.5 the learner needs to **demonstrate** commitment and professionalism eg completing tasks despite difficult circumstances, being polite to customers even if they are impolite, valuing each other's contributions, respecting confidentiality.

Evidence for 1.2 to 1.5 may be a witness statement giving specific examples or an assessor observation.

For 1.6 the learner needs to **reflect** on his/her own positive qualities, attitudes and behaviours. This could be through self review or a review with a tutor or employer. Evidence for 1.6 may be a learner statement.

Outcome 2 Understand why effective communication is important

The learner can:

1. explain the importance of effective verbal and non-verbal communication
2. demonstrate effective face-to-face communication with colleagues or customers
3. demonstrate effective communication with colleagues or customers who are not present
4. explain and discuss ideas using technical language where appropriate
5. give examples of different forms of written communication and when they are used
6. describe the possible impact of inappropriate use of social network sites.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **explain** (orally or in writing) the importance of effective a) verbal communication (eg to be heard and understood) and b) non verbal communication (eg eye contact in appropriate circumstances). Evidence may be a learner statement.

For 2.2 the learner needs to **demonstrate** effective face-to-face communication with colleagues or customers. This can be a real or simulated situation. Evidence may be a video or witness statement.

For 2.3 the learner needs to **demonstrate** effective communication with colleagues or customers who are not present eg in writing, by email or on the telephone.

For 2.4 the learner needs to **explain** and **discuss** ideas using technical language where appropriate eg language relating to a specific subject or vocational area.

Evidence for 2.2 to 2.4 may be a witness statement giving specific examples or assessor observation.

For 2.5 the learner needs to **give examples** of different forms of written communication and when they are used eg letters, reports, notes. Evidence may be a list of examples or actual examples of these forms with suitable annotation.

For 2.6 the learner needs to **describe** the possible impact of inappropriate use of social network sites eg employers may access these sites and make judgements which have an adverse effect on an individual's employment. Evidence may be a learner statement.

Outcome 3 Work effectively

The learner can:

1. identify the tasks that need to be done and the deadlines
2. produce a plan for the working day
3. work safely following health and safety guidelines
4. carry out multiple tasks or projects
5. complete tasks to required standard and deadlines
6. reflect on his/her work and identify ways of working more effectively.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** the tasks to be done and the deadlines. The assessor, supervisor or employer needs to give to/agree with the learner a project or piece of work which involves multiple tasks. It is these tasks which the learner needs to identify in 3.1 and plan for in 3.2.

For 3.2 the learner must **produce** a plan for the working day. This should show the tasks and the order in which they are to be completed. The working day may be a full day, half day or shift, depending on working practice.

For 3.3 the learner must **work safely** following health and safety guidelines ie follow the organisation's health and safety procedures and use PPE if appropriate.

For 3.4 the learner needs to **carry out** multiple tasks or projects. This should be linked to the plan produced in 3.2.

For 3.5 the learner needs to **complete** the tasks to the required standard and deadlines. The standards may be set by the organisation and the deadlines may be set by the assessor, supervisor or the learner.

Evidence for 3.1 to 3.5 may include a work diary and witness statement or assessor observation.

For 3.6 the learner needs to **reflect** on his/her work and identify ways of working more effectively. This could be through self review or a review with an assessor or employer and should show areas for improvement. Evidence for 3.6 may be a learner statement.

These criteria could be met through one or more activities in the place of learning or work.

Unit 7546-502 Effective skills, qualities and attitudes for learning and work

How can this unit be delivered?

This unit, which is mandatory for the Level 2 Award and Certificate, focuses on the learner's positive behaviours and performance. Learners may wish to add to this unit throughout their programme of study, particularly from the Work-based experience, Community project or Supporting others units.

Learners must demonstrate these positive behaviours consistently over a period of time eg if the programme of study lasts a year then a significant period of time may be the last term or the last six weeks, or it may be a week on a short programme.

Tutors should ensure the unit is delivered in a positive way and learners should be encouraged to discuss and recognise their own and others' positive behaviour. Videos, role plays and practical tasks may be used.

This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme as evidence is likely to come from other units. Delivery should recognise learners' particular circumstances and their broader learning programme.

Resources

These websites might be useful:

www.excellencegateway.org.uk/skillsforlife

www.bbc.co.uk/schools

Appendix 1 Glossary

Agree	to reach a joint decision (with one or more person(s))
Analyse	to study or examine a topic in detail, in order to discover more about it
Annotation	words/notes written on material (eg photographs or text) usually to personalise or clarify the material
Assessor observation	written evidence produced by the assessor to record what they have observed the learner doing
Attitude	the way a person views something (NB learners do not have to distinguish between skills, qualities and attitudes)
Learner portfolio	see 'portfolio'
Learner statement	information provided by the learner which can be hand written, typed or presented as a video or audio recording
Choose	select from a number of alternatives
Decide	reach a decision eg by considering options (these options may be suggested by the learner or another person)
Define	say (orally or in writing) what the meaning of something, especially a word, is (eg defining a particular term)
Demonstrate	show how something should be done. This is evidence of performance.
Describe	give details, to say or write what someone or something is like
Evaluate	to judge or calculate the quality, importance, amount or value of something
Explain	to make something clear or easy to understand by describing or giving information about it
Identify	to recognise something (or someone) and say (or prove) what (or who) they are
List	to make a list of at least two items. This could be a written list produced by the learner (eg hand written, using ICT, by highlighting or cutting and pasting from given source materials). Oral evidence could be recorded as an assessor observation, audio recording or a record of questioning.

Outline	give a general explanation or description without detail
Portfolio	a collection of evidence which meets the assessment criteria. This can be paper based and/or stored electronically (ie e-portfolio).
Qualities	distinguishing characteristics or attributes; a feature of personality (NB learners do not have to distinguish between skills, qualities and attitudes)
Range	at least three
Research	find information eg from a variety of oral and/or written sources
Skill	special ability or expertise, often acquired through training (NB learners do not have to distinguish between skills, qualities and attitudes)
State	can be written or oral evidence. Evidence for oral contribution could be an assessor record of questioning.
UAN	Unit accreditation number
Use	to put something such as a tool or skill to a particular purpose
Witness statement	written evidence produced by someone other than the assessor to record what they have observed the learner doing

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • E - assessment • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2143	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)207 294 2413
www.cityandguilds.com

**City & Guilds is a registered charity
established to promote education
and training**

HB-06-7546